The Elementary School Journal

Published September, November,
January, March, and May
by the University of Chicago Press

Editor
Thomas L. Good

Managing Editor
Gail Miller Hinkel

Index to Volume 94

September, November, 1993, and
January, March, May, 1994

The University of Chicago Press

Published
September, November, 1993
January, March, May, 1994
Copyright 1993, 1994, by the University of Chicago

Author Index

Afflerbach, Peter P., and Johnston, Peter H.—Writing Language Arts Report Cards: Eleven Teachers' Conflicts of Knowing and Communicating, 73–86
Anderson, Valerie, and Roit, Marsha—Planning and Implementing Collaborative Strategy Instruction for Delayed Readers in Grades 6–10, 121–138
Athanases, Steven Z.—Teachers' Reports of the Effects of Preparing Portfolios of Literacy Instruction, 421–439

Barksdale-Ladd, Mary Alice, and Thomas, Karen F.—Eight Teachers' Reported Pedagogical Dependency on Basal Readers, 49–72
Battistich, Victor; Solomon, Daniel; and Delucchi, Kevin—Interaction Processes and Student Outcomes in Cooperative Learning Groups, 19–32
Block, Cathy Collins—Strategy Instruction in a Literature-based Reading Program, 139–152
Blumenfeld, Phyllis C.; Krajcik, Joseph S.; Marx, Ronald W.; and Soloway, Elliott—Lessons Learned: How Collaboration Helped Middle Grade Science Teachers Learn Project-based Instruction, 539–551
Blumenfeld, Phyllis C.—see Krajcik, Joseph S.
Blumenfeld, Phyllis C.—see Marx, Ronald W.
Blumenfeld, Phyllis C.—see Miller, Samuel D.
Blunk, Merrie—see Marx, Ronald W.
Brown, Barbara—see McCaslin, Mary
Brown, Rachel, and Coy-Ogan, Lynn—The Evolution of Transactional Strategies Instruction in One Teacher's Classroom, 221–234

Canough, Trudie—see Wood, Eileen
Coley, Joan Develin; DePinto, Thommie; Craig, Sharon; and Gardner, Rosalie—From College to Classroom: Three Teachers' Accounts of Their Adaptations of Reciprocal Teaching, 255–266
Coley, Joan Develin—see Marks, Marilyn
Cougan, Monica Clapp—see Kloosterman, Peter
Cousins, J. Bradley; Ross, John A.; and Maynes, Florence J.—The Reported Nature and Consequences of Teachers' Joint Work in Three Exemplary Schools, 441–465
Coy-Ogan, Lynn—see Brown, Rachel
Craig, Sharon—see Coley, Joan Develin
Craig, Sharon—see Marks, Marilyn
Crawford, Barbara—see Marx, Ronald W.

Delucchi, Kevin—see Battistich, Victor
DePinto, Thommie—see Coley, Joan Develin
DePinto, Thommie—see Marks, Marilyn
Deshler, Donald D., and Schumaker, Jean B.—Strategy Mastery by At-risk Students: Not a Simple Matter, 153–168
Duffy, Gerald G.—Teachers' Progress toward Becoming Expert Strategy Teachers, 109–120

El-Dinary, Pamela Beard, and Schuder, Ted—Seven Teachers' Acceptance of Transactional Strategies Instruction during Their First Year Using It, 207–219
El-Dinary, Pamela Beard—see Pressley, Michael
Ezell, Helen—see Kohler, Frank W.

Ferro-Almeida, Susan—Teachers' Initial Perceptions of Transactional Strategies Instruction, 201–206
Fuchs, Douglas—see Fuchs, Lynn S.
Fuchs, Lynn S.; Fuchs, Douglas; and Phillips, Norris—The Relation between Teachers' Beliefs about the Importance of Good Student Work Habits, Teacher Planning, and Student Achievement, 331–345

Gardner, Rosalie—see Coley, Joan Develin
Gardner, Rosalie—see Marks, Marilyn
Good, Thomas, L.—Editorial Statement, 1
Gordon, Jane—see Vaughn, Sharon
Graham, Steve, and Harris, Karen R.—Self-regulated Strategy Development: Helping Students with Learning Problems Develop as Writers, 169–182

Harris, Karen R.—see Graham, Steve
Harvey, Connie L.—see Ladewski, Barbara G.
Hoel, Kathryn—see Kohler, Frank W.

Jenkins, Joseph R.; Ronk, Joan; Schrag, Judy A.; Rude, Gary G.; and Stowitschek, Carole—Effects of Using School-based Participatory Decision Making to Improve Services for Low-performing Students, 357–372
Johnston, Peter H.—see Afflerbach, Peter P.

Kelly, Beverly—see Marx, Ronald W.
Kloosterman, Peter, and Cougan, Monica Clapp—Students' Beliefs about Learning School Mathematics, 375–388
Kohler, Frank, W.; Ezell, Helen; Hoel, Kathryn; and Strain, Phillip S.—Supplemental Peer Practice in a First-Grade Math Class: Effects on Teacher Behavior and Five Low Achievers' Responding and Acquisition of Content, 389–403
Krajcik, Joseph S.; Blumenfeld, Phyllis C.; Marx, Ronald W.; and Soloway, Elliot—A

Collaborative Model for Helping Middle Grade Science Teachers Learn Project-based Instruction, 483–497
Krajcik, Joseph S.—see Blumenfeld, Phyllis C.
Krajcik, Joseph S.—see Ladewski, Barbara G.
Krajcik, Joseph S.—see Marx, Ronald W.

Ladewski, Barbara G.; Krajcik, Joseph S.; and Harvey, Connie L.—A Middle Grade Science Teacher's Emerging Understanding of Project-based Instruction, 499–515
LaPage, Jenness—see McCaslin, Mary
Levin, Joel R.—Mnemonic Strategies and Classroom Learning: A Twenty-Year Report Card, 235–244

Marks, Marilyn; Pressley, Michael; Coley, Joan Develin; Craig, Sharon; Gardner, Rosalie; DePinto, Thommie; and Rose, Wanda—Three Teachers' Adaptations of Reciprocal Teaching, 267–283
Marx, Ronald W.; Blumenfeld, Phyllis C.; Krajcik, Joseph S.; Blunk, Merrie; Crawford, Barbara; Kelly, Beverly; and Meyer, Karen M.—Enacting Project-based Science: Experiences of Four Middle Grade Teachers, 517–538
Marx, Ronald W.—see Blumenfeld, Phyllis C.
Marx, Ronald W.—see Krajcik, Joseph S.
Maynes, Florence J.—see Cousins, J. Bradley
McCaslin, Mary; Tuck, Dorothy; Wiard, Amy; Brown, Barbara; LaPage, Jenness; and Pyle, Joyce—Gender Composition and Small-Group Learning in Fourth-Grade Mathematics, 467–482
Meyer, Karen M.—see Marx, Ronald W.
Miller, Gloria—see Wood, Eileen
Miller, Samuel D., and Blumenfeld, Phyllis C.—Characteristics of Tasks Used for Skill Instruction in Two Basal Reader Series, 33–48

Nattiv, Amalya—Helping Behaviors and Math Achievement Gain of Students Using Cooperative Learning, 285–298
Newman, Richard S., and Schwager, Mahna T.—Students' Perceptions of the Teacher and Classmates in Relation to Reported Help Seeking in Math Class, 3–18
Niarhos, Frances Johnson—see Vaughn, Sharon

Phillips, Norris—see Fuchs, Lynn S.
Pressley, Michael, and El-Dinary, Pamela Beard—Introduction, 105–108
Pressley, Michael—see Marks, Marilyn
Pyle, Joyce—see McCaslin, Mary

Roit, Marsha—see Anderson, Valerie
Ronk, Joan—see Jenkins, Joseph R.
Rose, Wanda—see Marks, Marilyn
Ross, John A.—see Cousins, J. Bradley
Rude, Gary G.—see Jenkins, Joseph R.

Schrag, Judy A.—see Jenkins, Joseph R.
Schuder, Ted--The Genesis of Transactional Strategies Instruction in a Reading Program for At-Risk Students, 183–200
Schuder, Ted—see El-Dinary, Pamela Beard
Schumaker, Jean B.—See Deshler, Donald D.
Schumm, Jeanne Shay—see Vaughn, Sharon
Schwager, Mahna T.—see Newman, Richard S.
Solomon, Daniel—see Battistich, Victor
Soloway, Elliot—see Blumenfeld, Phyllis C.
Soloway, Elliot—see Krajcik, Joseph S.
Stowitschek, Carole—see Jenkins, Joseph R.
Strain, Phillip S.—see Kohler, Frank W.
Symons, Sonya—see Wood, Eileen

Thomas, Karen F.—see Barksdale-Ladd, Mary Alice
Tuck, Dorothy—see McCaslin, Mary

Van Scoy, Irma J.—Differences in Teaching between Six Primary and Five Intermediate Teachers in One School, 347–356
Vaughn, Sharon; Schumm, Jeanne Shay; Niarhos, Frances Johnson; and Gordon, Jane—Students' Perceptions of Two Hypothetical Teachers' Instructional Adaptations for Low Achievers, 87–102

Weiner, Sue—Four First Graders' Descriptions of How They Spell, 315–330
Wiard, Amy—see McCaslin, Mary
Wood, Eileen; Miller, Gloria; Symons, Sonya; Canough, Trudie; and Yedlicka, Jeanne—Effects of Elaborative Interrogation on Young Learners' Recall of Facts, 245–254
Woodward, John—Effects of Curriculum Discourse Style on Eighth Graders' Recall and Problem Solving in Earth Science, 299–314

Yedlicka, Jeanne—see Wood, Eileen

Zuckerman, Galina A.—A Pilot Study of a Ten-Day Course in Cooperative Learning for Beginning Russian First Graders, 405–420

Title Index

Characteristics of Tasks Used for Skill Instruction in Two Basal Reader Series—Samuel D. Miller and Phyllis C. Blumenfeld, 33–48
A Collaborative Model for Helping Middle Grade Science Teachers Learn Project-based

Instruction—Joseph S. Krajcik, Phyllis C. Blumenfeld, Ronald W. Marx, and Elliot Soloway, 483–497
Differences in Teaching between Six Primary and Five Intermediate Teachers in One School—Irma J. Van Scoy, 347–356
Editorial Statement—Thomas L. Good, 1
Effects of Curriculum Discourse Style on Eighth Graders' Recall and Problem Solving in Earth Science—John Woodward, 299–314
Effects of Elaborative Interrogation on Young Learners' Recall of Facts—Eileen Wood, Gloria Miller, Sonya Symons, Trudie Canough, and Jeanne Yedlicka, 245–254
Effects of Using School-based Participatory Decision Making to Improve Services for Low-performing Students—Joseph R. Jenkins, Joan Ronk, Judy A. Schrag, Gary G. Rude, and Carole Stowitschek, 357–372
Eight Teachers' Reported Pedagogical Dependency on Basal Readers—Mary Alice Barksdale-Ladd and Karen F. Thomas, 49–72
Enacting Project-based Science: Experiences of Four Middle Grade Teachers—Ronald W. Marx, Phyllis C. Blumenfeld, Joseph S. Krajcik, Merrie Blunk, Barbara Crawford, Beverly Kelly, and Karen M. Meyer, 517–538
The Evolution of Transactional Strategies Instruction in One Teacher's Classroom—Rachel Brown and Lynn Coy-Ogan, 221–234
Four First Graders' Descriptions of How They Spell—Sue Weiner, 315–330
From College to Classroom: Three Teachers' Accounts of Their Adaptations of Reciprocal Teaching—Joan Develin Coley, Thommie DePinto, Sharon Craig, and Rosalie Gardner, 255–266
Gender Composition and Small-Group Learning in Fourth-Grade Mathematics—Mary McCaslin, Dorothy Tuck, Amy Wiard, Barbara Brown, Jenness LaPage, and Joyce Pyle, 467–482
The Genesis of Transactional Strategies Instruction in a Reading Program for At-Risk Students—Ted Schuder, 183–200
Helping Behaviors and Math Achievement Gain of Students Using Cooperative Learning—Amalya Nattiv, 285–298
Interaction Processes and Student Outcomes in Cooperative Learning Groups—Victor Battistich, Daniel Solomon, and Kevin Delucchi, 19–32
Introduction—Michael Pressley and Pamela Beard El-Dinary, 105–108
Lessons Learned: How Collaboration Helped Middle Grade Science Teachers Learn Project-based Instruction—Phyllis C. Blumenfeld, Joseph S. Krajcik, Ronald W. Marx, and Elliot Soloway, 539–551
A Middle Grade Science Teacher's Emerging Understanding of Project-based Instruction—Barbara G. Ladewski, Joseph S. Krajcik, and Connie L. Harvey, 499–515
Mnemonic Strategies and Classroom Learning: A Twenty-Year Report Card—Joel R. Levin, 235–244
A Pilot Study of a Ten-Day Course in Cooperative Learning for Beginning Russian First Graders—Galina A. Zuckerman, 405–420
Planning and Implementing Collaborative Strategy Instruction for Delayed Readers in Grades 6–10—Valerie Anderson and Marsha Roit, 121–138
The Relation between Teachers' Beliefs about the Importance of Good Student Work Habits, Teacher Planning, and Student Achievement—Lynn S. Fuchs, Douglas Fuchs, and Norris Phillips, 331–345
The Reported Nature and Consequences of Teachers' Joint Work in Three Exemplary Schools—J. Bradley Cousins, John A. Ross, and Florence J. Maynes, 441–465
Self-regulated Strategy Development: Helping Students with Learning Problems Develop as Writers—Steve Graham and Karen R. Harris, 169–182
Seven Teachers' Acceptance of Transactional Strategies Instruction during Their First Year Using It—Pamela Beard El-Dinary and Ted Schuder, 207–219
Strategy Instruction in a Literature-based Reading Program—Cathy Collins Block, 139–152
Strategy Mastery by At-Risk Students: Not a Simple Matter—Donald D. Deshler and Jean B. Schumaker, 153–168
Students' Beliefs about Learning School Mathematics—Peter Kloosterman and Monica Clapp Cougan, 375–388
Students' Perceptions of the Teacher and Classmates in Relation to Reported Help Seeking in Math Class—Richard S. Newman and Mahna T. Schwager, 3–18
Students' Perceptions of Two Hypothetical Teachers' Instructional Adaptations for Low Achievers—Sharon Vaughn, Jeanne Shay Schumm, Frances Johnson Niarhos, and Jane Gordon, 87–102
Supplemental Peer Practice in a First-Grade Math Class: Effects on Teacher Behavior and Five Low Achievers' Responding and Acquisition of Content—Frank W. Kohler, Helen Ezell, Kathryn Hoel, and Phillip S. Strain, 389–403
Teachers' Initial Perceptions of Transactional Strategies Instruction—Susan Ferro-Almeida, 201–206

Teachers' Progress toward Becoming Expert Strategy Teachers—Gerald G. Duffy, 109–120
Teachers' Reports of the Effects of Preparing Portfolios of Literacy Instruction—Steven Z. Athanases, 421–439
Three Teachers' Adaptations of Reciprocal Teaching in Comparison to Traditional Reciprocal Teaching—Marilyn Marks, Michael Pressley, Joan Develin Coley, Sharon Craig, Rosalie Gardner, Thommie DePinto, and Wanda Rose, 267–283
Writing Language Arts Report Cards: Eleven Teachers' Conflicts of Knowing and Communicating—Peter P. Afflerbach and Peter H. Johnston, 73–86